

MARION 7 SCHOOL DISTRICT

P.O. Box 1439

Rains, South Carolina 29589

GRADES PK-12

ENROLLMENT 880 Students

SUPERINTENDENT Dr. Everette M. Dean, Jr. 843-423-2891

BOARD CHAIR Mrs. Sylvia Holmes 843-661-8065

FISCAL AUTHORITY District Board/County Board/Referendum

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	6	1

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This district met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	Below Average	N/A	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Average	No

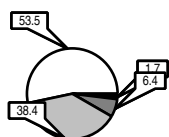
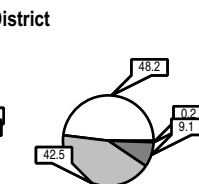
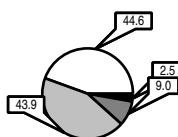
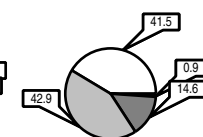
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

80.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our District****Mathematics****English/Language Arts****Districts with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	62.5	N/A	N/A	59.5	N/A	N/A
Passed 1 subtest	16.7	N/A	N/A	20.1	N/A	N/A
Passed no subtests	20.8	N/A	N/A	20.4	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	5.7	3.0
Seniors who met the SAT/ACT requirement	5.7	3.0
Seniors who met the grade point average	35.8	30.5

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
All Students	455	99.1	48.2	42.5	9.1	0.2	9.3
Gender							
Male	223	99.1	52.5	41.6	5.9	0.0	5.9
Female	232	99.1	44.2	43.3	12.0	0.5	12.4
Racial/Ethnic Group							
White	57	100.0	36.4	38.6	22.7	2.3	25.0
African-American	387	99.2	49.6	43.1	7.4	0.0	7.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	90.9	50.0	37.5	12.5	0.0	12.5
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	332	99.7	38.4	50.5	10.8	0.3	11.1
Disabled	123	97.6	74.6	21.1	4.4	0.0	4.4
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	455	99.1	48.2	42.5	9.1	0.2	9.3
English Proficiency							
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	448	99.3	47.7	42.9	9.2	0.2	9.4
Socio-Economic Status							
Subsidized meals	421	99.1	49.1	43.2	7.5	0.3	7.7
Full-pay meals	34	100.0	36.7	33.3	30.0	0.0	30.0
Mathematics							
All Students	455	99.6	53.5	38.4	6.4	1.7	8.1
Gender							
Male	223	99.6	55.0	37.6	5.9	1.5	7.4
Female	232	99.6	52.1	39.2	6.9	1.8	8.8
Racial/Ethnic Group							
White	57	100.0	40.9	38.6	15.9	4.5	20.5
African-American	387	99.5	55.0	38.4	5.2	1.4	6.5
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	100.0	50.0	37.5	12.5	0.0	12.5
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	332	100.0	45.6	43.3	8.9	2.3	11.1
Disabled	123	98.4	74.6	25.4	0.0	0.0	0.0
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	455	99.6	53.5	38.4	6.4	1.7	8.1
English Proficiency							
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	448	99.6	53.3	38.6	6.5	1.7	8.2
Socio-Economic Status							
Subsidized meals	421	99.5	54.0	38.0	6.4	1.5	8.0
Full-pay meals	34	100.0	46.7	43.3	6.7	3.3	10.0

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	77	97.4	52.2	36.2	11.6	N/A	11.6
	Grade 4	60	100.0	42.4	39.0	18.6	N/A	18.6
	Grade 5	79	98.7	48.5	41.2	10.3	N/A	10.3
	Grade 6	68	100.0	63.5	28.6	7.9	N/A	7.9
	Grade 7	85	98.8	58.5	37.8	2.4	1.2	3.7
	Grade 8	82	95.1	61.1	36.1	2.8	N/A	2.8
2004	Grade 3	75	100.0	41.7	37.5	20.8	N/A	20.8
	Grade 4	77	100.0	58.4	36.4	5.2	N/A	5.2
	Grade 5	63	98.4	37.7	49.2	13.1	N/A	13.1
	Grade 6	73	98.6	52.1	38.0	8.5	1.4	9.9
	Grade 7	78	100.0	38.7	53.3	8.0	N/A	8.0
	Grade 8	90	97.8	55.7	40.9	3.4	N/A	3.4

Mathematics								
2003	Grade 3	77	100.0	56.3	36.6	5.6	1.4	7.0
	Grade 4	60	100.0	28.8	49.2	15.3	6.8	22.0
	Grade 5	79	98.7	37.7	47.8	14.5	N/A	14.5
	Grade 6	68	100.0	46.0	39.7	9.5	4.8	14.3
	Grade 7	85	100.0	74.7	22.9	2.4	N/A	2.4
	Grade 8	82	100.0	60.5	34.2	3.9	1.3	5.3
2004	Grade 3	75	100.0	55.6	44.4	N/A	N/A	N/A
	Grade 4	77	100.0	57.1	39.0	3.9	N/A	3.9
	Grade 5	63	100.0	41.9	45.2	9.7	3.2	12.9
	Grade 6	73	98.6	40.8	46.5	8.5	4.2	12.7
	Grade 7	78	100.0	46.7	33.3	17.3	2.7	20.0
	Grade 8	90	98.9	73.0	25.8	1.1	N/A	1.1

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	73	98.6	29.2	36.1	29.2	5.6	34.7
Gender							
Male	35	97.1	38.2	32.4	17.6	11.8	29.4
Female	38	100.0	21.1	39.5	39.5	N/A	39.5
Racial/Ethnic Group							
White	2	I/S	I/S	I/S	I/S	I/S	I/S
African-American	70	98.6	30.4	34.8	29.0	5.8	34.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	60	98.3	16.9	40.7	35.6	6.8	42.4
Disabled	13	100.0	84.6	15.4	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	73	98.6	29.2	36.1	13.9	5.6	34.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	73	98.6	29.2	36.1	29.2	5.6	34.7
Socio-Economic Status							
Subsidized meals	67	98.5	30.3	36.4	27.3	6.1	33.3
Full-pay meals	6	I/S	I/S	I/S	I/S	I/S	I/S

Mathematics							
All Students	73	98.6	29.2	50.0	13.9	6.9	20.8
Gender							
Male	35	97.1	35.3	41.2	11.8	11.8	23.5
Female	38	100.0	23.7	57.9	15.8	2.6	18.4
Racial/Ethnic Group							
White	2	I/S	I/S	I/S	I/S	I/S	I/S
African-American	70	98.6	30.4	50.7	13.0	5.8	18.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	60	98.3	18.6	55.9	16.9	8.5	25.4
Disabled	13	100.0	76.9	23.1	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	73	98.6	29.2	50.0	13.9	6.9	20.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	73	98.6	29.2	50.0	13.9	6.9	20.8
Socio-Economic Status							
Subsidized meals	67	98.5	30.3	50.0	13.6	6.1	19.7
Full-pay meals	6	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	49	83.7%	53	5.7%	55	80.0%	N/A
Gender							
Male	12	83.3%	13	7.7%	15	73.3%	
Female	35	82.9%	40	5.0%	40	82.5%	
Racial/Ethnic Group							
White	2	I/S	4	I/S	4	I/S	
African American	44	81.8%	47	2.1%	49	77.6%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	1	I/S	2	I/S	2	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	44	84.1%	53	5.7%	53	83.0%	
Disabilities other than speech	5	80.0%	0	N/A	2	I/S	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	46	82.6%	53	5.7%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	46	82.6%	53	5.7%	54	81.5%	
Socio-Economic Status							
Subsidized meals	44	84.1%	51	0.0%	47	76.6%	
Full-pay meals	5	80.0%	2	I/S	8	100.0%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	83.7%	86.1%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	55	140
Number of Diplomas	44	105
Rate	80.0%	73.8%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	446	438	425	445	871	883
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	16.0	14.6	15.9	15.9	17.5	15.0	17.5	15.9	16.9	15.5
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 880)				
First graders who attended full-day kindergarten	81.2%	N/C	98.7%	97.2%
Retention rate	7.6%	Up from 5.2%	7.4%	5.3%
Attendance rate	95.4%	Up from 94.7%	96.5%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.4%		8.2%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	8.0%		7.7%	5.1%
Eligible for gifted and talented	4.8%	Down from 5.2%	4.6%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.5%	Down from 14.1%	10.9%	10.9%
Older than usual for grade	11.4%	Up from 10.9%	8.5%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 6.0%	1.7%	1.1%
Enrolled in AP/IB programs	5.9%	Down from 11.4%	5.4%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	43	Down from 73	51	157
Completions in adult education GED or diploma programs	15	Down from 17	10	39
Annual dropout rate	3.8%	Up from 1.7%	2.5%	2.9%
Teachers (n= 70)				
Teachers with advanced degrees	47.1%	No change	38.7%	50.0%
Continuing contract teachers	61.4%	Down from 80.9%	75.6%	84.6%
Highly qualified teachers**	91.8%	N/A	91.1%	92.5%
Teachers with emergency or provisional certificates	10.9%		15.6%	4.4%
Teachers returning from previous year	80.7%	Up from 79.6%	82.6%	89.9%
Teacher attendance rate	94.6%	Down from 95.1%	94.5%	94.7%
Average teacher salary	\$36,161	Up 1.8%	\$37,770	\$40,566
Vacancies for more than nine weeks	1.4%	N/C	2.5%	0.3%
Prof. development days/teacher	12.3 days	Down from 12.8 days	12.0 days	12.0 days
District				
Superintendent's years at district	3.0	Down from 9.0	3.5	3.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 20.6 to 1	19.4 to 1	21.0 to 1
Prime instructional time	86.6%	Down from 87.0%	88.0%	89.5%
Dollars spent per pupil*	\$9,213	Down 5.4%	\$8,551	\$7,217
Percent of expenditures for teacher salaries*	47.4%	Down from 49.9%	49.2%	55.6%
Opportunities in the arts	Excellent	Up from Fair	Excellent	Excellent
Parents attending conferences	99.0%	No change	94.1%	97.3%
Number of schools	3	Down from 4	4	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	10.0%	Down from 13.5%	10.2%	4.3%
Average age in years of school facilities	18	Down from 45	29	26
Number of schools with SACS accreditation	3	Down from 4	3	8
Average administrator salary	\$65,310		\$64,640	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	91.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	7 trustees elected to at-large seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	20.0 per board member
Percent new trustees completing orientation	N/A

DISTRICT SUPERINTENDENT'S REPORT

Marion School District Seven has worked diligently this year to accomplish our mission of ensuring that all graduates are knowledgeable, productive, and contributing citizens. To achieve this goal, teachers continued development, revision, and implementation of curricula and assessments aligned to South Carolina State Standards for each grade level and subject area. The district has provided support through staff development, instructional materials, equipment, and other resources. In addition to a strong and rigorous curriculum, the following instructional initiatives have been implemented to improve student achievement: Four Blocks Language Arts model, SC Reads, Early Reading First, Reading First, Education Technology Challenge Grant, computer assisted remediation, Larsen's Math, Accelerated Reader and Reading Counts, Curriculum Calibration, Standards in Practice, and Differentiated Instruction.

Teachers participated in staff development offered through the PeeDee Education Center and Math Science Hub, Coastal Carolina University, Francis Marion University, the University of South Carolina, and professional associations. Five teacher specialists, two literacy coaches, one technology coach, and four part-time curriculum facilitators provided continuous, on-site coaching and support for teachers as they worked to enhance classroom learning. Nineteen teachers began an on-site master's degree program through Francis Marion University.

We continue to write and receive grants to help support the good things we are doing for students. This year we received over \$2 million in grants to support technology, early and family literacy, parenting, afterschool, summer school, and facility renovation. Through grants and other funds we partially re-roofed and renovated Rains Centenary Elementary and completely renovated the old high school in Britton's Neck to become the new Britton's Neck Elementary.

We are proud of the excellent work done by principals, teachers, staff, and students of Marion School District Seven. We appreciate the support given by parents, community members, and our Board. We pledge our continued best efforts to meet our goal that all students demonstrate proficient mastery of state standards. We invite each of you to join us as we work towards this bright future for our children.